

**INDIANA'S
MATHEMATICS AND SCIENCE
PARTNERSHIP PROGRAM**

(INDIANA ESEA TITLE II, PART B MSP)

No Child Left Behind Act of 2001

Public Law 107-110

Title II, Part B

Competitive Grant Application

**Grant Applications Due:
December 17, 2008**

Issued by the Indiana Department of Education
Center for Curriculum and Instructional Leadership
151 West Ohio Street
Indianapolis, Indiana 46204

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TIMELINE

October 10, 2008	Request for proposal posted on IDOE Web site and statewide dissemination
October 10, 2008 – November 5, 2008	Questions can be submitted to IDOE via email: klinz@doe.in.gov
October 21, 2008	RFP information session at the IDOE in the James Whitcomb Riley Room from 10:00 a.m. until 11:00 a.m.
October 28, 2008	RFP information session at the IDOE in the James Whitcomb Riley Room from 10:00 a.m. until 11:00 a.m.
November 19, 2008	Questions and corresponding answers will be posted to the IDOE Web site: http://www.doe.state.in.us/esea/mathscience
December 17, 2008	All grant applications must be RECEIVED at IDOE by 4:30 p.m.
December 17, 2008 – January 28, 2009	Application scoring process
March 3, 2009	Grant awards announced
April 28, 2009	New awardees meeting

This is a federal program and sub-grant reporting dates and requirements are subject to change as federal requirements change.

APPLICANT ASSISTANCE and PROCEDURES

**Grant Applications must be received
NO LATER THAN 4:30 p.m.
on December 17, 2008.**

Whom do we contact for assistance?

For additional assistance related to Indiana's Mathematics and Science Partnerships Program (ESEA Title II, Part B) applications, please contact:

Kelly L. Nelson
Indiana Department of Education
Center for Curriculum and Instructional Leadership
klinz@doe.in.gov

► Mail one (1) original and three (3) copies of the completed grant application to the Indiana Department of Education.

**BECAUSE OF THE POSSIBILITY OF FACSIMILE FAILURE,
FAXED APPLICATIONS WILL NOT BE ACCEPTED**

For U.S. Postal Service packages, address your application packets to:

Kelly L. Nelson
Indiana Department of Education
Center for Curriculum and Instructional Leadership
151 West Ohio Street
Indianapolis, Indiana 46204

For FedEx or UPS packages, address your application packets to:

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Center for Curriculum and Instructional Leadership
151 West Ohio Street
Indianapolis, Indiana 46204

PROGRAM BACKGROUND

► What is the Background of the Mathematics and Science Partnership Program?

In January of 2002, the No Child Left Behind Act of 2001 (NCLB) became law. The Improving Teacher Quality Grant Programs (NCLB Title II) are major components of the No Child Left Behind legislation. These programs encourage scientifically-based professional development as a means for improving student academic performance. As schools are responsible for improving student learning, it is essential to have highly qualified teachers leading the way.

Title II, Part B of this legislation authorizes a Mathematics and Science Partnership (MSP) competitive grant program within each state. The Indiana Department of Education (IDOE) is responsible for the administration of this program. The program is intended to increase the academic achievement of students in mathematics and science by enhancing the content knowledge and teaching skills of classroom teachers.

Strong partnerships between (a) qualifying high-need school systems, (b) science, technology, engineering, and mathematics (STEM) faculty, and (c) school or college of education faculty in institutions of higher education are at the core of these improvement efforts. Such partnerships assume responsibility for designing, implementing, and evaluating professional learning programs that effect deep, lasting improvement in mathematics and science education through three broad means:

- (1) Providing opportunities for enhanced and ongoing professional learning of mathematics and science teachers that improves their content knowledge and instructional practice;
- (2) Using scientifically-based researched teaching methods to promote strong teaching skills for mathematics and science teachers; and
- (3) Establishing and operating intensive mathematics and science institutes for teachers with follow-up training and support.

These activities must result in a demonstrable and measurable improvement in student academic achievement in mathematics and science.

Each partnership's plan must describe how the applicants will evaluate the success of their partnership. Specifically, applicants must explain how they will determine whether partnership activities have improved the academic achievement of students in mathematics and/or science. In addition, partnerships must explain how they will determine success on related Indiana priorities as outlined in the **INDIANA'S PROGRAM PURPOSES** section.

PROGRAM PURPOSES

► What are the purposes of the Indiana Title II, Part B Competitive Program?

There are three (3) purposes of Indiana's Title II, Part B MSP Competitive Program. Partnerships may submit an application for a three-year grant in accordance with the purposes outlined below.

- (1) Improve and upgrade the status and stature of **Algebra Readiness** in Grades K – 9 through the establishment of a comprehensive, integrated system of recruiting, continual training, and advising teachers, while also incorporating *Indiana's Academic Standards*;
- (2) Improve and upgrade the status and stature of **Pre-Advanced Placement and Advanced Placement Programs in Mathematics or Science** through the establishment of a comprehensive, integrated system of recruiting, continual training, and advising teachers, while also incorporating *Indiana's Academic Standards*; and
- (3) Improve and upgrade the status and stature of **High School Science Readiness** in Grades K – 9 through the establishment of a comprehensive, integrated system of recruiting, continual training, and advising teachers, while also incorporating *Indiana's Academic Standards*.

Partnerships may submit an application for any one of the above purposes that includes teachers of students in Grades K – 9 or any grade span between Grades K – 9 that includes middle school grades (i.e., 4 – 8; K – 9; K – 8).

PROGRAM COMPONENTS

► What program components must applicants include?

Although each applicant will design a unique program, all programs should include the following components:

(1) Partnerships

- Programs **must** be designed and implemented by partnerships that include:
 - A science, engineering, or mathematics department of an institution of higher education; and
 - A high-need local educational agency designated as the fiscal agent.
- Programs **may** be designed and implemented by partnerships that include:
 - Another science, engineering, or mathematics department or a teacher training department of an institution of higher education;
 - Additional local education agencies, public charter schools, public or private schools, or a consortium of such schools;
 - A business; and/or
 - A non-profit or for-profit organization of demonstrated effectiveness in improving the quality of mathematics and science teachers.

(2) Needs Assessment

- Programs **must** address the results of a comprehensive assessment of the teacher quality and professional development needs with respect to the teaching and learning of mathematics and/or science of any local educational agency that comprise an eligible partnership.

(3) Content-based Professional Development

- Programs **must** focus professional development on the deep mathematics and scientific content teachers need to understand in order to plan for instruction of *Indiana's Academic Standards*.

(4) Scientifically-based Research

- Activities to be carried out by the programs **must** be based on a review of available scientifically-based or evidence-based research.
- The activities **must** be designed to strengthen the quality of mathematics and/or science instruction and improve student academic achievement.

(5) Evaluation

- Programs **must** include an evaluation and accountability plan including rigorous objectives that measure the impact of the project's activities (both teacher content measurements and student measurements).

APPLICANT ELIGIBILITY

► Who may apply?

Partnerships applying for any of the three (3) grant purposes **must** include:

- A science, engineering, or mathematics department of an institution of higher education; and
- A high-need local educational agency designated as the fiscal agent.

Partnerships **may** also include:

- Another science, engineering, or mathematics department or a teacher training department of an institution of higher education;
- Additional local education agencies, public charter schools, public or private schools, or a consortium of such schools;
- A business; and/or
- A non-profit or for-profit organization of demonstrated effectiveness in improving the quality of mathematics and science teachers.

► What is the definition of “high-need local education agency”?

The Indiana Definition of a High-Need (LEA) School is as follows:

The term “high-need school” means a school that indicated mathematics and/or science as an area of focus in the School Improvement Plan **and** has a free and reduced lunch percentage above 40 percent. In addition to those criteria, any proposal that focuses on Pre-AP/AP in mathematics or science **must also** show evidence of low participation and/or achievement in AP courses.

APPLICATION REVIEW AND SCORING

► How will the applications be reviewed and scored?

Proposals will be reviewed by the IDOE staff for completeness and compliance with the requirements set forth in Title II, Part B of ESEA (NCLB) to determine applicant eligibility. Any questions about significant omissions from a proposal or about applicant eligibility will be referred to the proposing partners. If, in the judgment of the IDOE, a proposal is late, incomplete, does not adhere to the guidelines set forth for the application sections, or an applicant cannot establish its eligibility, the proposal will be omitted from the competition. The decision of the IDOE is final, and applicants will be notified in writing.

Expert review teams will score eligible applications. Review will be based on specific criteria listed in this application and will be scored using the scoring rubric in Appendix A. Applications will be reviewed and scored by March 3, 2009.

The IDOE may require revision of grant proposals and budget prior to approval, award, or release of funds. Decisions of the IDOE on funding and awarding shall be final.

PROGRAM REPORTING STRUCTURE

► To whom will recipients report?

Each partnership receiving a grant must report annually to the IDOE and to the United States Secretary of Education regarding the eligible partnership's progress in meeting the objectives and annual targets described in the partnership's accountability plan. Further information regarding reporting requirements and forms will be made available from the IDOE upon receipt of grant awards.

AUTHORIZED ACTIVITIES

► What activities are authorized?

An eligible partnership shall use funds provided for **one or more** of the following authorized activities related to elementary, middle, and/or secondary schools:

- (1) Creating opportunities for enhanced and ongoing professional development of mathematics and science teachers that improves the subject matter knowledge of such teachers.
- (2) Promoting strong teaching skills for mathematics and science teachers and teacher educators, including integrating reliable scientifically-based research teaching methods and technology-based teaching methods into the curriculum.
- (3) Establishing and operating mathematics and science summer workshops or institutes, including follow-up training, for elementary school and secondary school mathematics and science teachers that
 - A) shall:
 - (i) directly relate to the curriculum and academic areas in which the teacher provides instruction, and focus only secondarily on pedagogy;
 - (ii) enhance the ability of the teacher to understand and use *Indiana's Academic Standards* for mathematics and science and to select appropriate curricula; and
 - (iii) train teachers to use curricula that are:
 - (I) based on scientific research; and
 - (II) aligned with the Standards; and
 - B) may include:
 - (i) programs that provide teachers and prospective teachers with opportunities to work under the guidance of experienced teachers and college faculty;
 - (ii) instruction in the use of data and assessments to inform and instruct classroom practice; and
 - (iii) professional development activities, including supplemental and follow-up activities such as curriculum alignment, distance learning, and activities that train teachers to utilize technology in the classroom.
- (4) Developing or redesigning more rigorous mathematics and science curricula that are aligned with *Indiana's Academic Standards* and with the standards expected for postsecondary study in mathematics and science.
- (5) Establishing distance learning programs for mathematics and science teachers using curricula that are innovative, content-based, and based on scientifically based research that is current as of the date of the program involved.
- (6) Designing programs to prepare a mathematics or science teacher at a school to provide professional development to other mathematics or science teachers at the school and to assist beginning and other teachers at the school, including (if applicable) a mechanism to integrate the teacher's experiences from a summer

workshop or institute into the provision of professional development and assistance.

- (7) Establishing and operating programs to bring mathematics and science teachers into contact with working scientists, mathematicians, and engineers to expand such teachers' subject matter knowledge of and research in science and mathematics.
- (8) Designing programs to identify and develop exemplary mathematics and science teachers in the Kindergarten through Grade 9 classrooms.
- (9) Training mathematics and science teachers and developing programs to encourage young women and other underrepresented individuals in mathematics and science careers (including engineering and technology) to pursue postsecondary degrees in majors leading to such careers.

Funds received shall be used to supplement, and not supplant, funds that would otherwise be used for proposed activities.

ALLOWABLE ACTIVITIES

► What activities are allowable?

An eligible partnership may use funds provided for **one or more** of the following allowable activities related to elementary, middle, and/or secondary schools:

- (1) Stipend and travel reimbursement for teachers attending summer institute(s);
- (2) Release time during school year for planning activities that connect project activities to district curriculum, lesson planning, and student assessment;
- (3) Stipend and travel reimbursement for teachers attending approved professional development opportunities with a strong alignment to program goals;
- (4) Higher education faculty summer salary reimbursement, travel reimbursement, and other project-related costs;
- (5) Materials for classroom implementation related to the content of project activities by teachers in the cohort;
- (6) Coordinating teacher recruitment, teacher support, faculty retention and support, and coordination with the Indiana Department of Education;
- (7) Evaluation service; and
- (8) Education consultation services.

Funds received shall be used to supplement, and not supplant, funds that would otherwise be used for proposed activities.

APPLICATION SECTIONS

► What should be included in the application and in what order?

The criteria used to score each question and points possible are listed in Appendix B. The narrative evaluation sections (excluding appendices) of the proposal must be double-spaced, must use a font that is no less than 12-point, and shall not exceed a total of twenty (20) pages.

Proposals **must** contain the following sections and all responses **must** appear in the framework provided by the IDOE. *Proposals that do not comply with these requirements will not be reviewed or considered for funding.*

A. Cover Page and Assurances

The fiscal agent must complete the Application Cover Page for Fiscal Agent. Each core partner, other partner, and/or stakeholder must complete a Statement of Assurances for Partnership Members. The application must include a written statement explaining how the program meets the Indiana High-Need LEA definition requirement. These forms can be found in Appendix A.

B. Abstract

Provide a one-page summary briefly describing the project vision, goals, activities, key features that will be addressed and expected benefits of the work. The abstract **must** include the name of the **single point of contact** for the program and all partners.

C. Partnership Narrative

The partnership narrative must contain the following elements:

- C1. Needs Assessment:** Include a description of the needs assessment conducted to prove the LEA's need for a grant and the results. Indicate a clear understanding of the results of the needs assessment and how the goals and activities of the partnership's proposed programs are directly related to those needs. Priority will be given to those proposals that clearly show collaboration among LEA(s), Institution(s) of Higher Education, and any other committed partner.
- C2. Research Base:** Discuss and cite the current state of knowledge relevant to the partnership program. This brief literature review should clearly indicate why the proposed activities were selected or designed. If the proposal builds on prior work, the narrative should indicate what was learned from this work and how these lessons learned are incorporated in the partnership's proposed program. Additional resources that may assist the partnership to prepare their research base are included in Appendix E.
- C3. Plan of Work:** Clearly describe the goals and objectives for the program, the responsibility of each partner, and the plan to achieve collaboration. Description should include timeframe, resources, responsible persons, and

evaluation. In addition, provide description of the number, type, duration, and intensity of professional development work, including the number of teachers engaged.

- C4. **Alignment with Indiana's Academic Standards:** Clearly explain the tie between the professional development work, and *Indiana's Academic Standards*. The proposal must link the professional development proposed to state academic standards and data from Indiana's statewide assessments.
- C5. **Management Capability:** Clearly demonstrate the capability of the partnership to manage the program, organize the work, and meet deadlines. If clear evidence of management capability is not demonstrated in the first year, the grant will not be extended for the second year.
- C6. **Statewide Dissemination of Progress and Results:** Clearly note how the program will be disseminated through participation in statewide and national professional development events to present findings and submission of articles to publications.
- C7. **Sustainability:** Clearly outline evidence that the partnership program can be sustained beyond the life of the sub-grant award.

D. Evaluation

Each partnership's plan must describe how they will evaluate the success of their partnerships. Specifically, applicants must explain how they will determine whether partnership activities have improved the academic achievement of students in mathematics and/or science. In addition, partnerships must explain how they will determine success on related partnership outcomes such as: numbers of teachers who attain high-quality teacher status; changes in teacher practice; increased participation by the student population in advanced courses in mathematics, sciences or engineering; increased percentages of elementary teachers with majors, minors, or their equivalent in mathematics, sciences, or engineering; or increased percentages of secondary school classes in mathematics and sciences taught by teachers with academic majors, minors, or their equivalent in mathematics, sciences, or engineering.

- D1. **Partnerships must describe clear objectives** specifying how students' achievement and related partnership outcomes will be measured and the degree of improvement they expect on each outcome. Indiana Statewide Assessment data is a required source for measuring student outcomes—although it is expected that multiple measures will be used. Mid-term and annual reports on progress related to these outcomes will be reviewed by and provided to the Indiana Department of Education.
- D2. **Partnerships must propose an evaluation design** providing rigorous evidence that program activities actually result in higher student achievement and improvement on related partnership outcomes. Mid-term and annual reports regarding progress related to these outcomes will be reviewed by and provided to the Indiana Department of Education on an annual basis.

- D3. Partnerships must include an external evaluator** providing detailed plans as to how teacher content knowledge will be measured and how student progress will be measured. External evaluators will help design, implement, execute, and summarize all goals, objectives, and outcomes.

E. Budget Worksheet and Budget Narrative

The budget narrative should clearly be tied to the plan of work and evaluation plan. The budget narrative should describe the basis for determining the amounts shown on the project budget page. All proposals shall include provision for evaluation of the activities in an annual performance report. Include a **three-year** program budget. Please note that second and third year funds are subject to IDOE receiving funding. It is also important to note that any project awarded will be required to submit two fiscal reports each year: one in May/June and one in December/January.

In addition, a Partner Funding Request for each partner must be included and can be found in Appendix A.

F. Appendices:

The appendices should include:

- F1. Partnership Agreements:** This section shall include a narrative of the roles of the partners, their duties and responsibilities related to the goals and objectives of the program. This section shall also describe the partnership's governance structure specific to decision-making, communication, and fiscal responsibilities. In addition to this narrative section, each application must include a signed Statement of Commitment.
- F2. Partner Résumés/Vitae:** This section shall include brief résumés/vitae of all members of the partnership team.

Bonus Points:

Awarded for programs that **infuse** non-required elements to support local evaluation and broad dissemination of project results into the plan, design, and evaluation of the project. Bonus points will be awarded to projects that incorporate one or more of the following:

- A. Producing Web-based Materials to Support Statewide Dissemination:** Web-based professional development deliverables including but not limited to video clips, online workshops, online presentations, and podcasts. Highest points will be awarded to those projects that propose Web-based materials that can be posted and included on the IDOE Web site.
- B. Quasi-experimental or Experimental Design:** Development of an evaluation plan that meets the standards of quasi-experimental or experimental design.

The following documents are provided to assist you in completing this application:

- Appendix A: Application Forms p. 20
- Appendix B: Application Review and Scoring Guide..... p. 25
- Appendix C: Budget Worksheet..... p. 30
- Appendix D: Definitions..... p. 32
- Appendix E: Resources p. 36

Application Checklist

► What should be included in a complete application?

- ☐ **Step 1. Cover Page** [Including Statement(s) of Assurances/Application Forms].
- ☐ **Step 2. Abstract.** (1-page maximum, double-spaced)
- ☐ **Step 3. Partnership Narrative.** (15-page maximum, double-spaced)
 - ▷ Needs Assessment
 - ▷ Research Base
 - ▷ Plan of Work
 - ▷ Alignment with *Indiana's Academic Standards*
 - ▷ Management Capability
 - ▷ Sustainability
- ☐ **Step 4. Evaluation Plan.** (5-page maximum, double-spaced)
- ☐ **Step 5. Budget Narrative.** (4-page maximum, double-spaced)
- ☐ **Step 6. Budget Worksheet.**
- ☐ **Step 7. Bonus Points.** Awarded for programs that **infuse** non-required elements into the plan, design, and evaluation of the project. Bonus points will be awarded to projects that incorporate one or more of the following:
 - A. Producing Web-based Materials to Support Statewide Dissemination:** Web-based professional development deliverables including but not limited to video clips, online workshops, online presentations, and podcasts.
 - B. Using Quasi-experimental or Experimental Design:** Development of an evaluation plan that meets the standards of quasi-experimental or experimental design.
- ☐ **Step 8. Submission of Application**
 - Mail one (1) original and three (3) copies of the completed grant application to the Indiana Department of Education.

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APPENDIX A: APPLICATION FORMS

APPLICATION COVER PAGE FOR FISCAL AGENT

REQUESTED FUNDING	
TOTAL # OF TEACHERS SERVED	
TEACHER-FACULTY CONTACT TIME	
DISTRICT (Fiscal Agent):	
COUNTY:	

PROJECT DIRECTOR:		
MAILING ADDRESS:		
CITY:	STATE:	ZIP CODE:
TELEPHONE:	FAX:	E-MAIL:
GRANT ACCOUNTANT (name and title):		
TELEPHONE:	FAX:	E-MAIL:
SUPERINTENDENT:		
MAILING ADDRESS:		
CITY:	STATE:	ZIP CODE:

2008-09 Fiscal Agent Statement of Assurances

- The district assures and certifies compliance with the regulations, policies and requirements as they relate to the acceptance and use of federal funds for programs included in this application.
- The district assures and certifies compliance with the Children's Internet Protection Act (CIPA) regulations, policies and requirements.
- The district assures that timely and meaningful consultation with appropriate private school officials during the design and development of programs has occurred and that continued consultation throughout the implementation of these programs will occur.
- The district agrees to carry out the project as proposed in the application.
- None of the monies received through Mathematics and Science Partnerships Program Grants shall be used to replace funds for existing programs that are a responsibility of the school district. Indiana Title IIB MSP Funds may be used to supplement not supplant regular education programs.
- On or before September 30, 2009 the district will submit a final evaluation report to the Indiana Department of Education. Reports will include the submission of data requested by US Department of Education.
- The District assures that the project director will attend all required meetings.
- Sanctions may include but are not limited to reduction or revocation of grant award.

Signature of Superintendent/Date

Signature of Project Director/Date

Print Name of Superintendent/Date

Print Name of Project Director/Date

STATEMENT OF ASSURANCES FOR PARTNERSHIP MEMBERS

APPLICANT DISTRICT (fiscal agent):		
PARTNER ORGANIZATION:		
CONTACT NAME:	TITLE:	
MAILING ADDRESS:		
CITY:	STATE:	ZIP CODE:
TELEPHONE:	FAX:	E-MAIL:

2008-09 District/ESD/Partner Statement of Assurances

- The partnership member assures and certifies compliance with the regulations, policies and requirements as they relate to the acceptance and use of federal funds for programs included in this application.
- The partnership member assures and certifies compliance with the Children's Internet Protection Act (CIPA) regulations, policies and requirements.
- The partnership member assures that timely and meaningful consultation with appropriate private school officials during the design and development of programs has occurred and that continued consultation throughout the implementation of funded activities will occur.
- The partnership member agrees to carry out the project as proposed in the application.
- None of the monies received through Mathematics and Science Partnership Program (Indiana Title IIB MSP) Grants shall be used to replace funds for existing programs that are a responsibility of the school district. Indiana Title IIB MSP Funds may be used to supplement not supplant regular education programs.
- On or before December 31, 2009 the partnership member will cooperate in collecting data for a final evaluation report to the Indiana Department of Education. In addition, the partnership member will submit data requested by US Department of Education.
- All requested information related to grant activities will be provided to IDOE in a timely manner.

Signature of Authorized Agent	Title	Date
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Print Name of Authorized Agent	Title	Date
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STATEMENT OF COMMITMENT

APPLICANT DISTRICT (fiscal agent):		
PARTNER ORGANIZATION:		
CONTACT NAME:	TITLE:	
MAILING ADDRESS:		
CITY:	STATE:	ZIP CODE:
TELEPHONE:	FAX:	E-MAIL:

Please explain the role of this partner in the proposed Mathematics Science Partnership, contributions that this partner will make, and evidence that the proposed activities are integral to this partner's educational plans.

Signature of Authorized Agent

Title

Date

Print Name of Authorized Agent

Title

Date

STATEMENT OF QUALIFYING HIGH-NEED LEA ELIGIBILITY

APPLICANT DISTRICT (fiscal agent):		
CONTACT NAME:		TITLE:
MAILING ADDRESS:		
CITY:	STATE:	ZIP CODE:
TELEPHONE:	FAX:	E-MAIL:

*Please list **all** applicable criteria that qualify the LEA as a high-need school system (see page 9 for criteria). Elaborate as needed for each.*

Signature of Authorized Agent

Title

Date

Print Name of Authorized Agent

Title

Date

APPENDIX B: APPLICATION REVIEW AND SCORING FORMS

INDIANA TITLE IIB MSP COMPETITIVE APPLICATION REVIEW FORM

The following form will be used to review each submission. Any proposal that does not include the following components in the order outlined will not be considered for review.

Required for Review	Yes	No
Cover Page and Statements Assurances/Eligibility are complete as outlined in A.		
Abstract includes all three necessary components as outlined in B. <ul style="list-style-type: none"> ▪ Single Point of Contact ▪ Project Vision, Goals, Activities, Key Features/Beliefs ▪ List of Participants and Contact Information 		
Partnership Narrative includes all seven components C1. – C7. <ul style="list-style-type: none"> ▪ Needs Assessment ▪ Research Base ▪ Plan of Work ▪ Alignment with <i>Indiana's Academic Standards</i> ▪ Management Capability ▪ Dissemination ▪ Sustainability 		
Evaluation includes all three components D1. – D3. <ul style="list-style-type: none"> ▪ Clear Objectives ▪ Evaluation Design ▪ External Evaluator 		
Budget Narrative/Budget Worksheet are clearly tied to the plan of work and the evaluation plan and reflect the same budget amount as outlined in E.		
Appendices include both components F1. – F2. <ul style="list-style-type: none"> ▪ Partner Agreements ▪ Partner Résumés/Vitae 		
Application Submission follows protocol outlined for delivery of one original and three hardcopies.		

INDIANA TITLE IIB MSP COMPETITIVE APPLICATION SCORING FORM

The following scoring point table will be used to score each section of each submission **except** the bonus section.

0	None of the criteria are addressed.
1	Some of the criteria are met but many areas are incomplete or underdeveloped.
2	Most of the criteria are met but some areas are incomplete or underdeveloped.
3	Meets criteria.
4	Exceeds criteria.

PARTNERSHIP NARRATIVE (24 points maximum)

Provide explanations that are clear, concise and thorough.

15-page maximum; double-spaced

A. Needs Assessment Criteria (4 points maximum)

- A1.** Provides evidence a needs assessment was conducted.
- A2.** Provides evidence of the alignment of the projects goals, objectives and activities with the results of the needs assessment.
- A3.** Uses the school partner's Indiana's Statewide Assessment data or other pertinent data to provide evidence of need for professional development in the selected content areas.

B. Research Base Criteria (4 points maximum)

- B1.** Cites and discusses current state of knowledge relevant to the partnership program.
- B2.** Literature review clearly indicates how the proposed work was selected or designed.
- B3.** If proposal builds on previous work, the narrative indicates what was learned from this work and how the lessons learned are incorporated.

C. Plan of Work Criteria (4 points maximum)

- C1.** Clearly describes the goals and objectives for the program, the responsibility of each of the partners, and how the program activities support the goals and objectives.
- C2.** A timeline shows the work of the partners leading up to the grant activities, including acquiring necessary resources and evaluation services, and development and delivery of annual and mid-term reports.
- C3.** Provides information about the gathering and evaluation of data during grant activities, including:
 - C3a.** An explanation of how the proposed indicators demonstrate the project outcomes.
 - C3b.** The rigor and validity of the proposed indicators and their appropriateness for the targeted teachers and students.
 - C3c.** The degree to which the project plan uses data for improvement of the project over time.
 - C3d.** The plan for reporting the data.
 - C3e.** Describes the duration, type, and intensity of the professional development opportunities, including the number of teachers engaged and students served.

D. Alignment With *Indiana's Academic Standards* (4 points maximum)

- D1.** Describes the partner district's Indiana Statewide Assessment data, the connection between the academic content selected for the professional development activities and alignment to *Indiana's Academic Standards* as evidenced in the partner district data.
- D2.** Describes the process the partnership will use to determine the alignment of the academic content of the professional development activities to the academic content and cognitive demands defined in the *Standards*.

E. Management Capabilities (4 points maximum)

- E1.** Provides evidence of capability to manage the project and organize the work by describing past grant management experience, or similar experience.
- E2.** Provides evidence that the partnership is willing to manage the project for at least two years should funds become available.
- E3.** Provides evidence of meeting reporting deadlines.

F. Sustainability (4 points maximum)

- F1.** Provides evidence of sustainability over time.
- F2.** Provides evidence the partnership can be maintained beyond the life of the grant.
- F3.** Describes a plan to cycle teachers in both experimental and control groups through the project over time if applicable.
- F4.** Includes a plan that recruits new partners to the project if applicable.
- F5.** Describes how the partners will modify project goals in response to changes in measurable data.

EVALUATION PLAN (12 points maximum)

Provide explanations that are clear, concise and thorough.

5-page maximum; double-spaced; 12-pt font, no more than 30 lines per page, one-inch margins. Single spaced tables allowed where indicated by an (*).

A. Clear Objectives (4 points maximum)

Partnerships must describe clear objectives that specify how students' achievement, teacher content knowledge gains, and related partnership outcomes will be measured and the degree of improvement they expect on each outcome. Indiana Statewide Assessment data is a required source for measuring student outcomes. Annual reports on progress related to these outcomes will be reviewed by the project evaluator and provided to the Indiana Department of Education on an annual basis.

B. Evaluation Design (4 points maximum)

Proposals must include an evaluation design that will provide rigorous evidence that program activities actually result in gains in student achievement, teacher content gains, and improvement on related partnership outcomes. Annual reports regarding progress related to these outcomes will be reviewed by the project evaluator and provided to the Indiana Department of Education on an annual basis.

C. External Evaluator (4 points maximum)

Proposals must include an external evaluator with relevant experience evaluating school programs or grants, such as the MSP Program.

BUDGET NARRATIVE AND BUDGET WORKSHEET (8 points maximum)

No more than two-pages, double-spaced. Justification for each of the categories shall be included in the budget narrative portion of the application. Modifications in the grant must be reflect over the two years of the grant and included as part of the annual reporting. For reporting, you must include an itemized breakdown of these budget categories and a budget narrative explaining how you calculated each line item and the actual total project cost share.

Because of the specification of the federal grant, expenditures MUST be for teacher's professional development.

A. Budget Narrative (4 points maximum)

Partnerships must provide evidence that

- the budgeted items support all project activities;
- expenditures are clearly described;
- the costs are reasonable in relation to the project's goals;
- work described in the project plan is reflected in the budget narrative;
- sufficient staff time has been dedicated to this project in order to ensure effective coordination and administration of all grant activities; and
- none of the grant funds will be used to replace expenditures for existing programs that are the responsibility of the district or used to reduce class size.

B. Budget Worksheet (4 points maximum)

Proposals must include a budget worksheet that is clear and reflects the same budget amount as noted in the narrative.

BONUS POINTS (UP TO 4 POINTS MAXIMUM)

A. Producing Web-based Materials to Support Statewide Dissemination (2 points maximum)

- A1.** Describe how Web-based professional development deliverables including but not limited to video clips, online workshops, online presentations, and podcasts could help other teachers and/or students in Indiana.
- A2.** Describe how Web-based materials can be posted and included on the IDOE Web site to share statewide.

B. Using Quasi-Experimental or Experimental Design (2 points maximum)

- B1.** Describe the selected design.
- B2.** Describe how the design will meet the gold standard for research.

The following scoring point table will be used to score the bonus section.

0	None of the criteria are addressed.
1	Most of the criteria are met but some areas are incomplete or underdeveloped.
2	Meets or exceeds the criteria.

APPENDIX C: BUDGET WORKSHEET

BUDGET WORKSHEET for Title II, Part B Math Science Partnership

Fiscal Agent:

Program Title:

Direct Cost Requested for Partner	YR 1	YR 2	YR3	TOTAL
1. Salaries and Wages (professional/clerical)				
2. Employee Benefits				
3. In-State Travel				
4. Out-of-State Travel				
5. Materials and Supplies				
6. Consultants and Contracts (evaluator)				
7. Teacher Stipends				
8. Equipment (professional development needs only)				
9. Other (equipment rental, printing, etc.)				
B. Restricted Indirect Costs				
TOTAL				

*The restricted indirect cost rate shall be the rate set forth by the Division of School Finance for the designated fiscal agent.

Budget Narrative

This form is a required element of the grant application. It should include no more than two single-spaced pages. Justification for each of the categories shall be included in the budget narrative portion of the application. Modifications in the grant must be reflected over the three years of the grant and included as part of the annual reporting. For reporting, you must include an itemized breakdown of these budget categories and a budget narrative explaining how you calculated each line item and the actual total project cost share. **Because of the specifications of the federal grant, expenditures MUST be for teacher professional development.**

APPENDIX D: DEFINITIONS

DEFINITIONS

The following are based on the definitions included in the *No Child Left Behind Act of 2001*.

Highly Qualified Teacher: The Indiana definition of a highly qualified teacher can be found at: <http://www.doe.state.in.us/hqt/docs/InHQTdefinitionsMay18FINAL.pdf>.

Indiana Definition of a High-Need (LEA) School: The term “high-need school” means a school that indicated mathematics and/or science as an area of focus in the School Improvement Plan **and** has a free and reduced lunch percentage above 40 percent. In addition to those criteria, any proposal that focuses on Pre-AP/AP in mathematics or science **must also** show evidence of low participation and/or achievement in AP courses.

High Quality Professional Development: The term “professional development” means instructional activities that:

- i. Are based on scientifically based research and state academic content standards, and enable teachers to teach students at different developmental levels, and/or effectively teach students with various demographic backgrounds;
- ii. Improve and increase teachers’ knowledge of the academic subjects they teach;
- iii. Enable teachers who fall under the designation of not highly qualified to become highly qualified; and
- iv. Are sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher’s performance in the classroom.

Scientifically Based Research: The term “scientifically based research” means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs and includes research that:

- i. Employs systematic, empirical methods that draw on observation or experiment and involve rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- ii. Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
- iii. Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions, with appropriate controls to evaluate the effects of the condition of interest and with a preference for random-assignment experiments or other designs to the extent that those designs contain within-condition or across-condition controls;

- iv. Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at minimum, to offer the opportunity to build systematically on their findings; and
- v. Can be submitted to a peer-reviewed journal or gain approval from a panel of independent experts through a comparably rigorous, objective, and scientific review.

Professional Development Principles

1. Professional development programs will address issues that are relevant to the priorities of education improvement and reflect the knowledge base of the profession by doing the following:
 - a. Reflecting research-based approaches to effective adult learning, student learning, and organizational change to support on-going developmental activities. While tapping educators' life experiences and drawing on the knowledge base from effective research, a variety of modes of learning are used to foster self-directed professional development opportunities.
 - b. Integrating education improvement priorities. Consistent and continuous links are made with the school improvement plan, the Indiana Professional Standards Board, and the Indiana State Board of Education policy.
 - c. Incorporating both discipline-specific and interdisciplinary approaches to teaching, assessment, and preparation for the world of work. Professional growth experiences enhance educators' knowledge within and across subject areas and their ability to foster and assess students' problem solving and critical thinking skills.
 - d. Including explicit strategies for setting high expectations and meeting the diverse learning needs of all students. Training activities increase educators' capacity to implement developmentally appropriate practices to establish challenging learning goals and respond to the uniqueness of each student.
 - e. Receiving adequate resources. Every public school in Indiana must receive the financial resources and support services needed to provide the most effective professional development program, as described within these principles.
2. A professional development program will engage educators in an effective learning process that impacts practice by doing the following:
 - a. Actively involving participants in program design, delivery, and implementation. Professional growth opportunities reflect educators' needs as determined from multiple data sources grounded in and linked with the school improvement plan. All stakeholders shall be engaged in meaningful job-embedded opportunities to effectively support practice that lead to improved student learning.

- b. Promoting multiple opportunities for professional development that incorporate varied approaches, such as theory, demonstration, reflection, practice, mentoring, technology applications, and peer dialogue and coaching.
 - c. Incorporating follow-up activities that are sustained over time and provide educators with ongoing feedback. The professional development program provides a range of opportunities for staff to integrate the new strategies into their work with children through practice, feedback, and reflection.
 - d. Continuously evaluating impact on educators' practice and student learning. The effectiveness of professional development is determined by its impact on staff performance and student learning.
- 3. Professional development programs will contribute to developing an environment that support educators' professional growth by doing the following:
 - a. Fostering collegiality and collaboration. Professional growth opportunities encourage staff to build a community of educators, parents, business, and community partners who exchange ideas for innovation, cooperate in developing curricula, and discuss approaches to strengthening student learning by focusing on the school community as a culture of inquiry.
 - b. Building capacity through a continuum of ongoing improvement activities. Professional development activities maintain a focus on the improvement of practices that increase student learning and link to the local school improvement plan, *Indiana's Academic Standards*, and *Indiana's Professional Teacher Standards*.
 - c. Integrating staff development into educators' practice. The professional development program incorporates supports for staff to implement newly acquired strategies and assess them for their impact on student learning.
 - d. Encouraging innovation and risk-taking. As a result of staff development activities, the school community recognizes the need for action research that assists educators, leading toward innovations improving student learning.

Summer Institute: The term “summer institute” means an institute, conducted during the summer, that:

- i. Is conducted for a period of not less than 2 weeks;
- ii. Includes, as a component, a program that provides direct interaction between teachers and current or retired disciplinary Arts and Sciences faculty; and
- iii. Provides for follow-up training during the academic year that is conducted in the classroom for a period of not less than three consecutive or nonconsecutive days.

APPENDIX E: RESOURCES

RESOURCES

MSPNet Library

<http://hub.mspnet.org/index.cfm/library>

MSPNet Resources

<http://hub.mspnet.org/index.cfm/resources>

Council of Chief State School Officers: Improving Evaluation of Professional Development Project

http://www.ccsso.org/projects/Improving_Evaluation_of_Professional_Development/

Council for Excellence in Government

<http://coexgov.securesites.net/index.php?keyword=a4339244022e52>

Loucks-Horsley, S., Hewson, P. W., Love, N., & Stiles, K. E. (2003). *Designing professional development for teachers of science and mathematics* (2nd ed.). Thousand Oaks, CA: Corwin Press.